



**THE READING COMPREHENSION OF NARRATIVE TEXT OF
THE ELEVENTH GRADE STUDENTS OF SMA NASIONAL PATI
IN ACADEMIC YEAR 2013/2014 TAUGHT
BY USING CONTEXTUAL GUESSING STRATEGY**

**By:
ADI SURYA WICAKSONO
NIM. 201032062**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in the Department of English Education**

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NIM. 201032062**

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2014**

MOTTO AND DEDICATION

Motto:

- ♥ *Do the best in your life.*
- ♥ *Be yourself.*
- ♥ *The great power has big responsibility (Ben Parker).*



Dedication:

This skripsi is dedicated to:

1. *University of Muria Kudus*
2. *SMA Nasional Pati*
3. *His beloved parents*
4. *All of his beloved friends in English Education Department 2010*
5. *All of his beloved best friends in his life*

ADVISORS' APPROVAL

This is to certify that the Skripsi of Adi Surya Wicaksono (2010 32 062) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus,
Advisor I


Nuraeningsih, S.Pd, M.Pd
NIS. 0610701000001201

Kudus,
Advisor II


Dr. Drs. Slamet Utomo, M.Pd.
NIP. 19621219 1987031 015

Acknowledged by
The Faculty of Teacher Training and Education



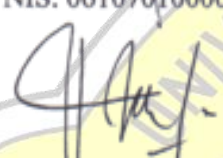

Dr. Drs. Slamet Utomo, M.Pd.
NIP. 19621219 1987031 015

EXAMINERS' APPROVAL

This is to certify that the *Skripsi* of Adi Surya Wicaksono (NIM 2010-32-062) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

Kudus, September 2014
Skripsi Examining Committee:


Nuraeningsih, S.Pd, M.Pd, Chairperson/Member
NIS. 0610701000001201


Titis Sulistvowati, S.S., M.Pd, Member
NIP. 19810402 200501 2 001


Diah Kurniati, S.Pd, M.Pd, Member
NIS. 0610701000001190


Junaidi, S.Pd, M.Pd., Member
NIS. 0610701000001225

Acknowledged by
The Faculty of Teacher Training and Education
Dean,


Dr. Drs. Slamet Utomo, M.Pd.
NIP. 19621219 198703 1 015



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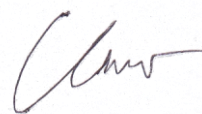
Alhamdulillahirabbil ‘alamin, praise to Allah SWT the almighty, the most gracious and merciful, for giving strengths, health, and blessing to the writer during conduct this research entitled “The Reading Comprehension of Narrative Text of The Eleventh Grade Students of SMA NasionalPati in Academic Year 2013/2014 Taught by Using Contextual Guessing Strategy, in order to fulfil one of the requirements for completing the sarjana program in the Department of English Education successfully.

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Kudus, September 2nd, 2014

The writer



Adi Surya Wicaksono

NIM. 2010 32 062

ABSTRACT

Wicaksono, Adi Surya. 2014. *The Reading Comprehension of Narrative Text of the Eleventh Grade Students of SMA Nasional Pati in Academic Year 2013/2014 Taught by Using Contextual Guessing Strategy*. Skripsi. Department of English Education. Faculty of Teacher Training and Education. Muria Kudus University. Advisors (i) Nuraeningsih, S.Pd, M.Pd. (ii) Slamet Utomo, M.Pd.

Key Words: *Reading Comprehension and Contextual Guessing Strategy*.

There are four basic skills in English. They are listening, speaking, reading, and writing. Many students are not interested in learning English especially in learning reading skill. They think that learning reading is very difficult. In SMA Nasional Pati, especially in the eleventh grade, the students still got difficulties to learn English in the class, especially in reading comprehension. They also could not be active and most of them looked confused when they read English text. It is because the teachers only focused in materials from handbook, which contains only some lesson related about reading comprehension. It is proved by the students' scores are still below the KKM. The KKM itself is 75 for English subject. Contextual guessing strategy is expected to be able to cover this situation.

The purpose of this research is to find out whether there is a significant difference between the reading comprehension of the eleventh grade students of SMA nasional Pati in academic year 2013/2014 before and after being taught by using contextual guessing strategy.

The design of this research is experimental research. The writer used one group with pre – test and post – test. The population of the research is the eleventh grade students of SMA Nasional Pati in academic year 2013/ 2014. The writer used cluster random sampling technique to take the sample of the research. Based on this technique, the writer got XI IPA 3 as the sample with total number of students is 26. The instrument that the writer conducted in his study was objective test. The objective test that was used in this research was multiple choice test. The test consists of 25 items. The allocation time was 45 minutes.

The result shows that the post-test is “good” with the mean is 74.5 and standard deviation is 9.7. It is higher than the pre-test with the mean is 59.80 and standard deviation is 7.65 can be classified as “sufficient”. The hypothesis of this research states that there is significant different between reading comprehension of narrative text of the eleventh grade students of SMA Nasional Pati before and after being taught by using contextual guessing strategy in academic year 2013/2014. From the calculation of t-test, the t-obtained is 7.84 and t-critical is ± 2.060 with the level of significance (α) .05 and degree of freedom is 25. The t-obtained is higher than t-critical. Therefore, the writer rejected H_0 (null hypothesis) and accepted H_1 (alternative hypothesis) because the t-obtained falls in the critical region.

After doing this research, the writer concluded that contextual guessing strategy is the effective strategy to be applied in reading comprehension of narrative text of the eleventh grade students of SMA Nasional Pati in academic year 2013/2014. Based on the result, the writer suggests that contextual guessing strategy is effective in reading comprehension. It also can be the solution for English teachers as an alternative strategy in teaching reading to make the students easier in comprehending the English text. The

writer also suggests that the further researcher has to be more creative to create the interesting learning and teaching activity in applying contextual guessing strategy.



ABSTRAK

Wicaksono, Adi Surya. 2014. Pemahaman Membaca dalam Teks Narrative kepada Siswa Kelas XI SMA Nasional Pati Pada Tahun Ajaran 2013/2014 Diajar dengan Menggunakan Contextual Guessing Strategy. Skripsi. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Dosen Pembimbing: (i) Nuraeningsih, S.Pd, M.Pd (ii) Slamet Utomo, M.Pd.

Kata Kunci: *Pemahaman Membaca dan Contextual Guessing Strategy.*

Ada 4 dasar keahlian dalam mempelajari bahasa Inggris. Keahlian tersebut terdiri dari keahlian mendengarkan, berbicara, membaca, dan menulis. Di SMA Nasional Pati, khususnya di kelas XI, para siswa masih kesulitan dalam mempelajari bahasa Inggris di kelas, khususnya dalam pemahaman membaca. Mereka juga kurang aktif dan terlihat bingung saat memahami teks bacaan. Ini dikarenakan guru yang hanya mengajar menggunakan buku paket yang hanya berisi pelajaran yang berkaitan dengan pemahaman membaca. Ini dibuktikan dengan nilai siswa yang belum mencapai KKM, KKM dari pelajaran bahasa Inggris yaitu 75. Contextual guessing strategy diharapkan mampu mengatasi masalah tersebut.

Tujuan dari penelitian ini adalah untuk mengetes apakah ada perbedaan signifikan antara pemahaman membaca dari siswa kelas XI SMA Nasional Pati pada tahun ajaran 2013/2014 sebelum dan setelah diajar menggunakan contextual guessing strategy.

Desain dari penelitian ini adalah penelitian eksperimental. Penulis menggunakan group tunggal dengan pre – test dan post – test. Populasi diambil dari siswa kelas XI SMA Nasional Pati pada tahun ajaran 2013/ 2014. Penulis menggunakan teknik cluster random sampling untuk mengambil sampel. Dan penulis mendapatkan kelas XI IPA 3 sebagai sampel dengan jumlah siswa 26. Instrumen yang digunakan dalam penelitian ini adalah dengan menggunakan objektif test yaitu dengan menggunakan tes pilihan ganda. Tes terdiri dari 25 soal dengan alokasi waktu 45 menit.

Hasil dari penelitian menunjukkan bahwa post –test tergolong “bagus” dengan nilai rata-rata 74,5 dan standar deviasi 9,7. Lebih tinggi dari pada pre – test dengan nilai rata-rata 59,80 dan standar deviasi 7,65 yang dapat diklasifikasikan “cukup”. Hipotesis penelitian menyatakan ada perbedaan signifikan antara pemahaman membaca siswa kelas XI SMA Nasional Pati sebelum dan sesudah diajar menggunakan contextual guessing strategy pada tahun ajaran 2013/ 2014. Dari perhitungan t – test, t-obtained diketahui 7,84 dan t-critical $\pm 2,060$ dengan level signifikan (α) ,05 dan degree of freedom 25. t-obtained lebih besar dari t-critical. Jadi, penulis menolak H_0 (null hypothesis) dan menerima H_1 (alternative hypothesis) karena t-obtained jatuh di wilayah kritis.

Setelah melakukan penelitian ini, penulis menyimpulkan bahwa contextual guessing strategy adalah strategi yang efektif untuk diaplikasikan dalam pemahaman membaca dalam teks narrative pada siswa kelas XI SMA Nasional Pati pada tahun ajaran 2013/2014. Berdasarkan hasil diatas, penulis menyarankan bahwa contextual guessing strategy efektif digunakan dalam pemahaman membaca. Dan juga bisa dijadikan solusi bagi guru bahasa Inggris sebagai strategi alternative dalam mengajar

membaca untuk membuat siswa lebih mudah dalam memahami teks bahasa inggris. Penulis juga menyarankan agar peneliti berikutnya harus lebih kreatif dalam menciptakan aktifitas belajar mengajar yang menarik dalam menerapkan contextual guessing strategy.



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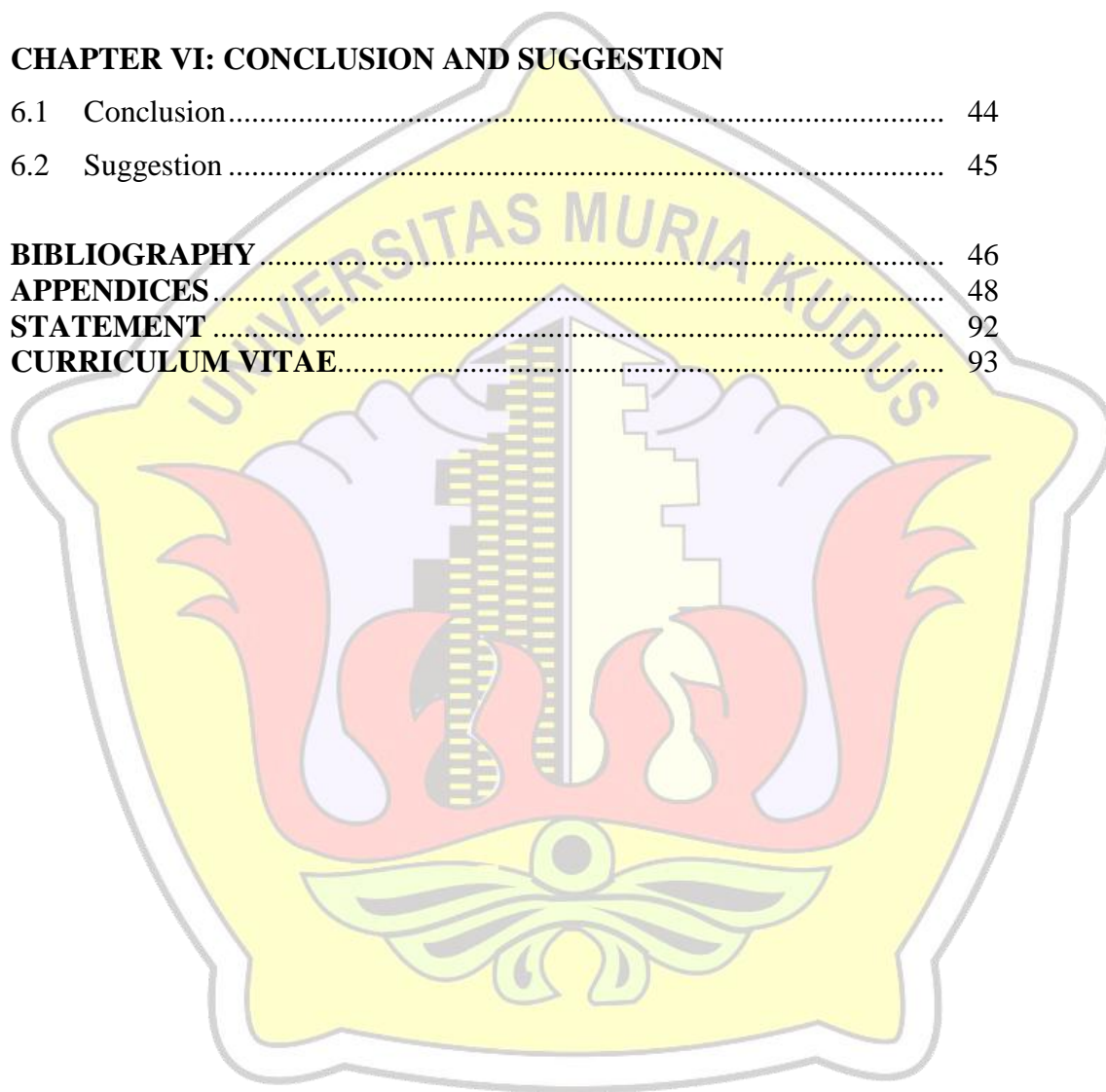
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